

# Kentucky Teacher

August 2000

## State Board News

# Middle school mathematics teachers get new professional development money

By **Faun S. Fishback**  
Kentucky Department of Education

The guidelines for a six-year Teachers' Professional Growth program, initially targeting middle school mathematics teachers, received approval by the Kentucky Board of Education at its August meeting.

The guidelines on the application process, disbursement of funds and approved courses are contained in an emergency regulation that gives teachers immediate access to the program's funds. The board is also promulgating a regular version of the regulation.

The 2000 General Assembly created the Teachers' Professional Growth Fund to provide high-quality professional development in content knowledge and teaching methods in four content areas. The program targets middle school mathematics teachers for participation in the first two years. Funding for 2000-2001 is \$750,000; more than \$1.2 million will be available 2001-2002. Middle school teachers in mathematics, science, language arts and social studies may apply in the second biennium, 2002-2004. The program will be open to teachers at all grade levels in those four content areas in 2004-2006.

Middle school mathematics teachers can apply for reimbursement of up to \$2,500 per year to support professional development. Money is being allocated by region based on the number of middle school mathematics teachers in the region. If funds are not used, the money will be available to teachers statewide, based on need as

demonstrated by low school performance.

Each applicant's employment must be certified by the principal, and each application must be signed by the district superintendent. The Department of Education will approve all professional development activities and providers.

The Kentucky Educational Professional Standards Board has approved graduate and undergraduate college and university courses in content knowledge and teaching methods. Teachers also can use the funds to pursue the continuing education option for

rank change or certificate renewal.

### Teacher Shortages

The Kentucky Board of Education approved an emergency regulation to establish procedures for school districts wishing to hire qualified retired teachers in critical teacher shortage areas. The 2000 General Assembly enacted new laws to allow retired teachers and administrators to be reemployed in such situations without loss of benefits.

This year's critical shortage areas are art/arts and humanities, foreign languages, music, science, technology/computers, speech/language, social studies, mathematics and exceptional

children.

"This legislation offers a last resort for districts to use," said Kentucky Board of Education Chair Helen Mountjoy. "All avenues need to be exhausted to find qualified applicants before looking to use retired teachers." The Department of Education will monitor requests throughout the year.

At the direction of the 2000 General Assembly, the state board of education established a regulation that students entering Kentucky public schools for the first time must show evidence of a vision examination performed by an optometrist or ophthalmologist. The emergency regulation allows local districts to begin implementing the requirement immediately.

The state board approved the final versions of the following regulations. For details, see [www.kde.state.ky.us/legal/regs/default.asp](http://www.kde.state.ky.us/legal/regs/default.asp).

- Requirements for school and district report cards (see Page 2);
- General program standards for secondary vocational education programs;
- Cooperative education program standards;
- Equalization of funding for locally operated area vocational centers and vocational departments.

The board also approved an intent to promulgate a regulation that would allow students' participation in a Kentucky Virtual High School course to be considered classroom instruction and included in average daily attendance for the purpose of generating Support



Photo by Rick McComb

**Two new at-large members of the Kentucky Board of Education take the oath of office before participating in their first board meeting. Gail Ritchie Henson of Louisville and Paul L. Whalen of Fort Thomas repeated the oath given on Aug. 1 by Judge William Graham (left), Franklin Circuit Court.**

See "State Board..." Page 2



# Board approves 'school report card' regulation with changes that are important to teachers

By Kevin Noland  
Interim Commissioner of Education

On Aug. 1, the Kentucky Board of Education gave final approval to a regulation that governs the content of school and district report cards. These documents, piloted in the 1999-2000 school year, will be an increasingly important part of the communication between schools and the students, parents and communities they serve.

Before passing the regulation, the board reviewed the preliminary version used last year on a pilot basis and made some decisions that may be of particular interest to teachers:

- The new report cards will include

the numbers of students in each of three performance levels — novice, apprentice and proficient/distinguished — for each of the content areas. Last year's school and district report cards stated only the number in the proficient/distinguished category. The board did not want to leave stakeholders to draw their own conclusions about the achievement levels of students scoring below proficient.

- Schools and districts will *not* be required to include the average number of hours each week a student uses technology for instructional purposes. The board deleted this requirement in

response to teachers' and administrators' concerns that the data is time-consuming to collect and says little about the quality and effectiveness of technology use. The report cards will continue to provide information about student-computer and teacher-computer ratios and how schools integrate technology and instruction.

- The report cards will continue to include the percentage of classes taught by middle and high school teachers with a major or minor in the academic field being taught. During public review of this regulation, this issue was a main point of discussion. A group representing local superintendents recommended removal of the requirement. However, other groups, including parent focus groups, indicated that parents wanted this information. The report card will also include data on the percentage of classes taught by certified teachers (100 percent, in most every case). Like data on teachers' college degrees and years of professional experience, the major/minor data is just one indicator of teacher preparation.

The board's decisions reflect careful consideration of opinions expressed by education groups and parent focus groups representing all areas of the state. Because there were competing views on some issues, some groups may not be completely satisfied with the requirements. However, I think the new regulation is a giant step forward in meeting the needs of both educators and stakeholders.

As in last year's pilot of the school and district report cards, the Department of Education will continue to provide most of the required data, leav-

ing schools and districts responsible for providing locally available information and responding to open-ended questions. These responses are opportunities to tell parents and others what makes a school special.

In last year's pilot, schools and districts were so focused on producing and distributing these first-time documents that, understandably, there was little time or energy left to use the documents in an organized, strategic way. The department is working on strategies to help with that. This gets to the very purpose of the report cards: to give the public the information it needs to become public education advocates — advocates who join us to celebrate our schools' successes and work with us to make schools even better.

The school report card can be an effective communications tool for educators seeking support from parents and the community. The department will be making suggestions soon. In the meantime, please let us know about creative ways you have used your school and district report cards to communicate with parents and others. The department can share your successful ideas with others. By working together, we can make school and district report cards an annual rallying point for public education.



Send your ideas for communicating through school and district report cards to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us).

## State Board acts on several regulations

*Continued from Page 1*

Education Excellence in Kentucky funds.

### Other Business

- The board approved the 2001 Kentucky Education Technology System (KETS) Implementation Plan. The plan establishes expenditure levels for offers of assistance to schools and districts and all KETS projects administered from the state level.

- The board reviewed information on minority educator recruitment and hiring efforts in the state and directed department staff to look at changing district reporting requirements to obtain better data.

- The board heard the Minority Student Achievement Task Force's ideas for implementing programs to help reduce the achievement gap between white and African-American student performance. Jefferson County, Hardin County, Fayette

County, Paducah and Owensboro will pilot initiatives and activities identified by the task force.

### Public Hearings

The Kentucky Board of Education has scheduled public hearings on all regulatory actions taken at its meeting on Aug. 1 and 2. The hearings will begin at 10 a.m. on Sept. 22 in the State Board Room, Capital Plaza Tower, Frankfort. Individuals interested in commenting at the hearings must notify the Department of Education by Sept. 15. Comments submitted in writing may also be included in the hearing transcript. Send correspondence to Kevin M. Noland, Associate Commissioner, Office of Legal Services, Department of Education, 500 Mero St., Frankfort, KY 40601. The fax number is (502) 564-9321. For more information, phone (502) 564-4474.



# Is national certification right for you?

By Jennifer Howerton  
Teacher, South Oldham High School

**T**hough the National Board for Professional Teaching Standards has been certifying teachers for 13 years, national certification is a relatively new idea to teachers in Kentucky. One reason it is catching on is that Kentucky law now recognizes the value in this certificate. (See related story on Page 12.)

Another reason is Kentucky's advanced certification system. Under this system, teachers who achieve National Board certification earn the highest level of certification the state offers, the Rank 1. In addition, the National Board for Professional Teaching Standards, through the Kentucky Education Professional Standards Board, has offered to support 33 national certification candidates by subsidizing almost half of the fee.

When I made the commitment to pursue national certification through the National Board of Professional Teaching Standards (NBPTS), I had just completed my third year of teaching (the minimum required for national certification). I had my master's and was preparing to work toward the Rank 1. The timing was perfect; passing the National Boards would earn me my

Rank 1 within a year's time with less expense than the traditional 30 college hours. In addition, the Ohio Valley Educational Cooperative was offering financial assistance during 1999-2000 through NBPTS grants plus the help of other teachers who had achieved or were working to achieve national certification.

The national certification process is focused on teaching to a variety of NBPTS Standards. Like all certification candidates, I spent approximately 10 months engrossed in the standards. I completed a portfolio that included examples of my best teaching practices, evidence of my ability to meet advanced standards, samples of my students' work, and information about my professional, family and community involvement. Throughout the portfolio development process, I found myself constantly asking, "Why is this teaching practice good for kids?" and "How can I do it better?"

I also completed the four required 90-minute exercises focused on pedagogical content knowledge.

An important part of the process for me was the opportunity to work with other teachers. Working through the process was an unforgettable growth experience. It was a big part of my life for 10 months, and I have no

doubt that the process has made me a better teacher.

Deciding to pursue national certification may be a more difficult decision for some teachers than it was for me. Teachers who already hold their Rank 1 may wonder if the process is worth the time and effort it takes. Teachers who have many obligations may question their ability to add another commitment to their schedules. Others may question their ability to meet the standards.

The decision to pursue national certification is your own. However, if you are looking for the ultimate professional development experience in which you will learn not only about teaching your students but also about yourself as a teacher, I think the quest for national certification may be right for you.

To find out more, visit the Web site for the National Board of Professional Teaching Standards at [www.nbpts.org](http://www.nbpts.org). I also invite you to contact me for a first-person perspective. I've "been there, done that" and will be glad to answer your questions.



Contact Jennifer Howerton at South Oldham High School, 5900 Highway 329, Crestwood, KY 40014; (502) 241-

6681; [jhowerton@oldham.k12.ky.us](mailto:jhowerton@oldham.k12.ky.us). For information about Kentucky teacher certification options, contact Eileen Whaley at (502) 573-4606 or [ewhaley@kde.state.ky.us](mailto:ewhaley@kde.state.ky.us).

The NBPTS national certification fee is \$2,300. NBPTS grants of up to \$1,000 per applicant are already allocated for 2000-01. State assistance is available from the Kentucky Education Professional Standards Board. This assistance, authorized by the 2000 General Assembly (see Page 12), offers a 75 percent reimbursement of the national certification fee and pays for stipends, mentors and substitute teachers. National certification candidates interested in applying for this assistance may get details from the Internet ([www.kde.state.ky.us/otec/epsb/](http://www.kde.state.ky.us/otec/epsb/)) or from Mary Ellen Wiederwohl at (502) 573-4606 or [mwiederw@kde.state.ky.us](mailto:mwiederw@kde.state.ky.us).

## EPSB has moved, but only administratively

Effective July 1, 2000, Executive Order 2000-851 separated the Education Professional Standards Board (EPSB) from the Kentucky Department of Education and attached it to the Office of the Governor. The EPSB was created by the Kentucky Education Reform Act to oversee educator preparation and certification issues, and the board and its staff had been administratively attached to the department since 1990.

The EPSB issues teaching and administrative certificates for professional public school personnel, assesses teachers and administrators, oversees the internship programs, accredits educator preparation programs and investigates reports of misconduct by certificate holders.

The board's office locations, telephone numbers and e-mail addresses will remain the same for the immediate future. To contact the board, phone (502) 573-4606 or [dcert@kde.state.ky.us](mailto:dcert@kde.state.ky.us).



Photos by Rick McComb

Jennifer Howerton, nationally certified teacher, South Oldham High School

# KET offers more than cool kids' shows

By Sharon Crouch Farmer  
Kentucky Department of Education

It's a one-stop shop for educators — without leaving campus.

You're familiar with Kentucky Educational Television, a provider of instructional and educational services for 32 years. In 1999-2000, more than 300,000 students in the state's P-12 schools used one or more of the 170 videotaped instructional series delivered by KET's satellite network. More than 2,000 high school students enrolled in the distance learning courses produced and delivered by KET each school day. More than 6,000 teachers at 700 sites in Kentucky registered for one or more professional development seminars produced by the network and delivered by satellite.

But you may not be tapping into other continuing services, and maybe you haven't heard about new ones.

## Workplace Essential Skills

New to schools this year is Workplace Essential Skills. This series of 25 half-hour videotapes shows high school students what to expect from the job application process, what skills and attributes employers look for and how those skills are put to work on the job.

The KET production includes instructional programs in writing, reading and mathematics appropriate for remedial work at 6th- and 7th-grade reading levels. For more information, check the Web site at [www.ket.org/education/videos/personal/wes.html](http://www.ket.org/education/videos/personal/wes.html).

## Instructional Television (ITV)

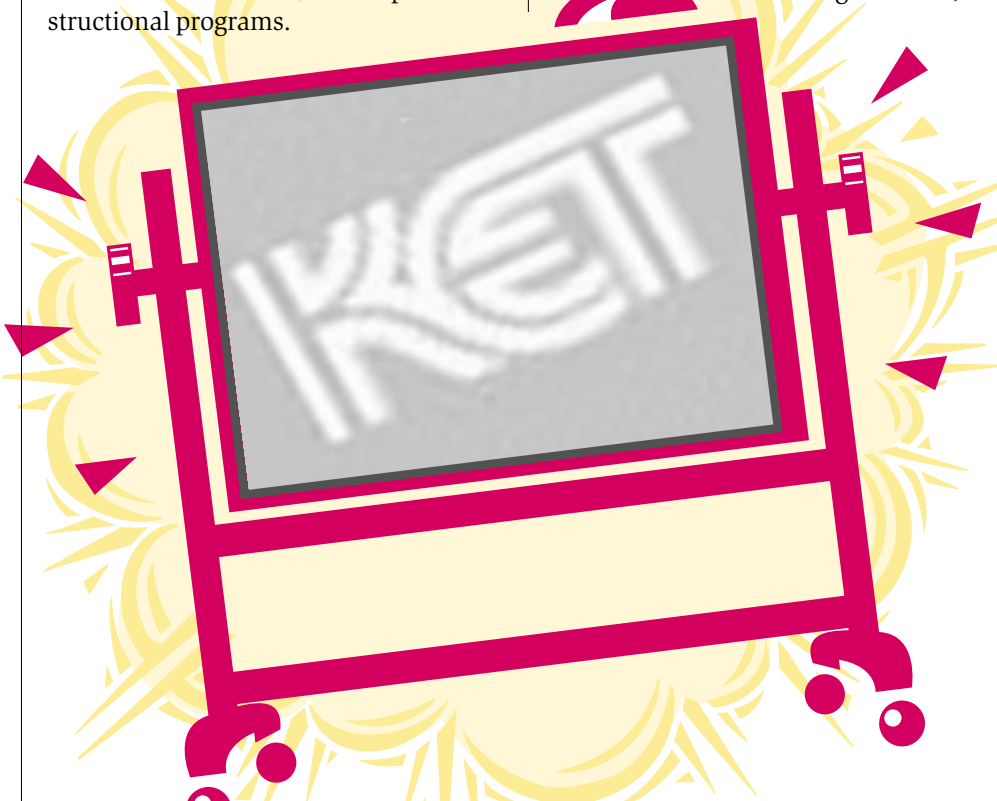
Electronic field trips take students throughout the state via KET productions on the network's Star Channels. Destinations include White Hall Historic Site (the home of Cassius M. Clay), the Mountain Homeplace and the Falls of the Ohio. There's even a journey through geologic time! A Web component with teacher and student materials supports each e-trip.

KET field trips are grade-level specific and free. Register to receive teacher materials, then watch the live

broadcast or tape it for later use.

In addition to electronic field trips, KET has an extensive line-up of instructional programs.

illustrate concepts in performances. Premiering in winter/spring 2001, the series will feature one full-length concert, a



The 2000-01 season includes several new series:

- Arts - Humanities Connections and Posie Paints
- Language Arts - Between the Lions
- Science - American Deserts; The Domains of Life; NatureWorks; Passport to Antarctica; Real World Science
- Social Studies - The Almost Painless Guide to American Civics; Human Rights; Youth Perspectives; My America; Rivers of the World

A new series now in development will introduce students to dance — why people do it, elements, styles, multicultural and historic context and dance as an art form. The series, based on Kentucky's core content, will offer a CD-ROM, teacher guide and Web site. It will premiere in 2001.

A series of 15-minute programs on using music to tell stories is also under way. Composer Larry Dillon and author George Ella Lyon will host the programs, and young musicians will

teacher's guide and a Web site.

Information on KET instructional television is on the Web at [www.ket.org/education/itv/](http://www.ket.org/education/itv/).

## Distance Learning

KET delivers high school courses via satellite and the Internet. There is no registration fee. Courses include German I, II and III; Latin I, II, III and IV; Humanities; and Physics and AP Physics. Call (800) 432-0951, ext. 7136, for more information.

## Professional Development

This year, KET will produce and deliver nearly 70 hours of new professional development seminars for educators. All are approved by the Kentucky Department of Education for professional development credit, are aligned with the state program of studies and are illustrated by videotaped scenes of teachers delivering instruction in classrooms.

New seminar topics include reading and writing, technology, classroom

management, arts and humanities, library/media, special education and science. Additional offerings include Fundamentals of Grant Seeking, Rehearsal and Performance Ideas for the Kentucky Music Educators Association Auditions and a soccer coaching clinic. Three additional workshops this year offer A Teacher's Survival Guide for the 21st Century.

For more information, visit the Web site at [www.ket.org/profdev/](http://www.ket.org/profdev/) or call KET at (800) 432-0951, ext. 7271.

## Resources Book

One way to learn more about KET resources is through the KET resources book, a catalog of instructional programming and services offered to teachers. The book includes information on instructional programs for students and professional development for educators; Web site information; and services such as the on-site workshops delivered to schools by KET's six regional education consultants. This year, the book features a grid aligning instructional programs with academic expectations.

Contact your school media specialist for a copy. If a copy is not available locally, call Rhonda Moberly at (800) 432-0951.

## Going Digital

Last August, KET launched its first digital transmitter. By 2003, the switch to digital transmission will be complete, and KET will have the capability to transmit more information more quickly. KET representatives report that digital transmission will expand programming options and offer Kentucky educators enhanced services, including videostreaming and electronic resources on request.

## Contact KET

KET has an extensive Web site offering more than 20,000 online pages of information and activities for students, teachers and viewers. Visit KET at [www.ket.org](http://www.ket.org), or phone (800) 432-0951.



# Highly skilled educators can go home again in Kenton County

By Faun S. Fishback  
Kentucky Department of Education

**H**ighly skilled educators are, by definition, outstanding educators. As such, they are trained by the Kentucky Department of Education in research-based school improvement concepts and techniques. Then they go into the trenches to work alongside teachers and administrators at low-performing schools to guide improvements in teaching and learning. It's an intense time that calls upon their leadership skills, advances their problem-solving abilities and strengthens their people skills.

When the schools improve — and more than 90 percent of them do improve by the end of one year — the highly skilled educators are ready to return to their home districts. However, many find being a highly skilled educator, or “distinguished educator” as early program participants were called, is a stigma rather than an asset in getting jobs in their home districts — jobs that permit them to draw on their experiences as instructional leaders.

Kenton County is one district that welcomes highly skilled educators and puts their skills to work in its schools. In fact, Kenton County *expects* employees who have received training outside the district to return and share the information. The sharing is part of the district's instructional leadership program and new teacher programs, said Superintendent Susan K. Cook.

“We've been utilizing the talent in our district for about 20 years. Tapping into everybody's knowledge is an essential part of our professional development program,” said Cook. “Everybody benefits when districts realize the reasoning processes the highly skilled educators develop in the program and allow these folks to help others develop their capacity as education leaders.”

Kenton County's philosophy was beneficial to Karen Cheser, who was a distinguished educator from spring 1995 to the fall of 1997. When she returned to her home district, the only position offered her was classroom teacher.

“However,” Cheser said “Kenton County actively recruited me for an elementary program coordinator position, which used my DE skills and training extensively.”

After three years in Kenton County, Cheser is beginning her first year as principal of Highland Heights Elementary in Campbell County.

Kenton County has employed nine distinguished/highly skilled educators, five of whom were classroom teachers in the district when they entered the program. Tim Hanner is a former middle school teacher who left the classroom in 1995 to join the Distinguished Educators Program. He said his transition back to his home district in 1996 couldn't have gone more smoothly.

“It was an ideal fit,” Hanner said. “As a DE, I had been doing the same type of work with the Department of Education and with the declining school — working on school-based curriculum development and other improvement initiatives. Many things I learned and did as a DE I could use when I came back to the district.” After a year as an elementary program coordinator, Hanner was principal at Piner Elementary for two years. He is now in his second year as the district's assistant superintendent for human resources and student support services.

Carl Ward left his Kenton County classroom in 1998 for a two-year stint as a highly skilled educator. This fall, he's teaching 4th-graders at Taylor Mill Elementary. “It's exciting to consider the potential use of my highly skilled educator training in a high-performing school,” he said. “Speaking for myself, school improvement initiatives are not limited to lower-performing schools. A great challenge is to work in a higher-performing school and maintain a course of continuous improvement.”

Superintendent Cook talks with returning highly skilled educators to find out what skills they have acquired and how they feel they can best contribute to the district. However, where the educator works is as much a matter of timing than anything else.

“We don't create jobs for returning highly skilled educators,” she emphasized. Rather, every highly skilled educator is expected to contribute to district programs that will improve student achievement. “If the highly skilled educator goes back to the classroom, this person has the most up-to-date training and knowledge and can be a resource to the county.”

Ward agrees. “My first priority will be the classroom and 4th-graders,” he said. “I'll continue my role as a district consultant and, I hope, take part in leadership training. The blending of these two roles will be a ‘good fit’ for the district and my teaching.”

First-year principal Cheser said she continues to reap benefits from her time as a distinguished educator. “No other position provides such a great training ground for practicing school

transformation skills,” she said. “I'm still benefiting from the on-the-job, day-to-day work that had to be done: helping stakeholders focus on students and their learning, healing relationships and improving principals' leadership abilities. Learning to think and act quickly in a democratic manner while always focusing on students is the greatest skill I learned as a DE.”

For more information about how Kenton County puts highly skilled educators' skills to work, contact Superintendent Susan K. Cook at (859) 344-8888 or by e-mail at [scook@kenton.k12.ky.us](mailto:scook@kenton.k12.ky.us). If your district is using highly skilled educators in innovative ways, contact David Allen, manager of the Highly Skilled Educators Branch, at (502) 564-2116 or by e-mail at [dallen@kde.state.ky.us](mailto:dallen@kde.state.ky.us).



Photo by Rick McComb

**Kenton County Superintendent Susan Cook and Assistant Superintendent Tim Hanner collaborate on plans for starting another school year. Hanner is one of nine former distinguished or highly skilled educators the district has hired for leadership positions.**

## Talk to us!

Teachers: *Kentucky Teacher* wants to know what you think, what you need from the Department of Education, what you want to see in future issues.



E-mail [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us)



Phone (502) 564-3421 or (800) 533-5372  
(toll free in Kentucky)



Fax (502) 564-6470



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# Hopkins County student and teacher develop winning strategies for 'Realizing the Dream'

By Fran Salyers  
Kentucky Department of Education

It was coincidence that two of the winning entries in Kentucky's Martin Luther King Academic Project 2000 competition came from the same school.

Or was it?

The annual Martin Luther King Academic Project encourages educators, students and communities to develop long-term, systemic initiatives and programs that reflect King's tenets and teachings. Students enter their proposals in one division with three levels (elementary, middle and high school); educators and communities enter another division. In last school year's project, both the winning educator and the winning high school student represented Madisonville-North Hopkins High School.

Spanish teacher Brenda Watson's entry, "The Past Becomes the Present," describes her long-term service learning approach to teaching appreciation for the contributions of the local black community. Perhaps her teaching laid the groundwork for one of her students, Brad Campbell, to produce his "We Have a Dream" proposal. Campbell's entry suggests ways in which Kentucky students can learn more about King and use basic skills to celebrate King's heritage.

The theme of last year's project was "Social Change Through Leadership and Achievement." These two pages present highlights from both winning entries, plus information on how to participate in the Martin Luther King Academic Project 2001. For a full text of the entries, contact Watson at (270) 825-6017 or Campbell at [dunor@hotmail.com](mailto:dunor@hotmail.com).

## 'The Past Becomes the Present'

Brenda Watson, Teacher

**Goals:** To incorporate the various heritages of our community into one cogent whole; to have a successful community of black and white individuals who can understand and recognize the efforts that both populations have made toward unification and also the role each has played in local history.

**Strategies:** To teach history through all aspects of school; to use a continuing approach in which each year's events become sources of new lessons; to unite old and young, black and white through community service; to give students hands-on activities that reinforce the lessons they are learning.

**Participants:** Students, including a culturally diverse group participating in the school's 90-member Teen Outreach Program; the community at large; and teachers who wish to participate.

**Description:** For the past nine years, my students and I have been restoring a local abandoned black cem-



Brenda Watson

etery. There are approximately 700 graves there, and we have worked on the majority of them. Through a state grant, we paved the road leading to the cemetery. We placed rocks to keep a stream from encroaching on the graves.

My students come back from college each year and ask, "How is our cemetery?" It is not "their" cemetery, but "ours." Work and sweat have bridged 100 years of history.

During the past two years, we have used the Martin Luther King, Jr., Kindness and Justice Curriculum to spearhead activities. We held a silent march each year. We preceded the 45-minute march with a few words about King's work and his dream. We sang "We Shall Overcome." Believe it or not, 165 students marched silently through and around the school with posters they had made to show the values they were willing to go to jail for: kindness, justice, responsibility, service to the community, moral courage, honesty, non-violence, fairness, respect, caring and compassion. The students told me they were moved to tears and that the song gave them cold chills of awareness for the first time. I knew then that this program was working.

We also reenacted the sit-in that took place at the Greensboro, N.C., lunch counter on Feb. 1, 1960. Our local radio station made us a tape of '60s music interrupted by news bulletins of the sit-in. The students played the roles of waitresses, cooks or sitters, reacting during media interviews (the school TV and local and regional newspapers) as people would have reacted then. The local cable channel aired a video of the silent march and the sit-in reenactment.

Several prominent black leaders and educators in our community accepted our invitation to attend. We received excellent newspaper coverage, and our local paper printed 15 letters written by students avowing to adhere to King's principles.

### Plans for the Future:

- We want to do more visual reenactments, including a Rosa Parks vignette, a Vietnam encampment of black soldiers and a hippie contingent protesting war.

- We have permission to continue our work in the black cemetery, transferring the skills learned there to mathematics, gardening, research and writing (producing a book on our feelings about the cemetery; researching wills and land purchase records). The police department guards the cemetery for us, recognizing that it is a special place. More people come back each year to visit the graves of their relatives. It is no longer a place of death but of resurrection.

- We want to negotiate with the heirs of a local Spanish-American War veteran about making his abandoned house a black history site and maybe a museum.

- We will continue seeking financial support and participation from black churches and organizations such as the middle school Beta Club.

This project is community action in progress. All communities have the ability to find areas that need addressing and to involve students. King had a dream that involved group participation for the improvement of the community. I believe my students are fulfilling that dream.



Ashlee Ringold does clean-up work at Teague Cemetery in Hopkins County. The work is part of a long-term service learning approach to teaching appreciation for the contributions of the local black community. See Page 6.



Photos by Rick McComb

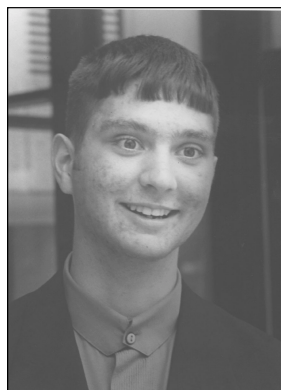
## 'We Have a Dream'

Brad Campbell, Student

**Goals:** To prepare Kentucky students to be knowledgeable about Martin Luther King, Jr., and to honor King's legacy, contributions, teachings and memory.

**Strategy:** This proposal is designed for grades 9-12 but can be adapted to any grade level. I divided the project activities among four departments found in most senior high schools: English/language arts, mathematics,

fine arts, history/social studies. Students use writing, listening, mathematics, art and technology skills.



Brad Campbell

**King's Legacy:** Invite speakers to come to a school

assembly and tell their life stories and how they have profited from the goals of King's "I Have a Dream" speech. Invite the speakers into English classes to facilitate student-speaker rapport. Journalism students could interview the speakers and write articles for the school paper. Also bring in African-American storytellers and musicians who play on African-American instruments.

**King's Contributions:** Mathematics classes, especially statistics classes, do surveys in the school or community to determine the number of people

who remember or were influenced by King. Contrast the findings gathered from older and younger people. Prepare charts and graphs. For more-detailed survey work, analyze the number and content of magazine and newspaper articles about King and represent the findings in five-year increments.

**King's Teachings:** The fine arts students make paintings or collages of current events that reflect what King wanted to bring about. Drama students act out skits of significant moments in King's life or recite key sections of his speeches and letters.

**King's Memory:** Students research the influences on King and by him, his speeches, appearances, sermons, public activism, arrests and other aspects of his life. They compile their findings into a video presentation.

### Culmination and Follow-up:

- Students make a formal presentation in an exhibition to parents and all students.

- A quiz bowl for all students features panelists who participated in different areas of the four-part learning project.

- Over time, encourage all teachers to participate, creating an excellent opportunity to divide teaching responsibilities and yet cover the material completely. Every year, students would gain a broader base from which to spring into the following year's activities.

Students are to participate equally in these activities regardless of their race or ethnicity. It would, however,

be a good thing to promote inclusion of minorities in these events. Students are often reluctant to join in new events until they get a perspective on who is going to participate. Then they often "hold back" until they can assess the group's perception of the participants. Initial encouragement of minorities will only benefit the group.

I believe that this year's theme, "Social Change Through Leadership and Achievement," will be carried out both through my proposal and through our equity committee.

*Editor's Note: Brad Campbell, a senior at Madisonville-North Hopkins High, is one of five student representatives on the school's equity committee. The student representatives are surveying all students and teachers at their school to identify those who feel racially or ethnically "apart" from others. The committee plans to use the survey results to determine the types of activities needed to make the school more ethnically friendly.*

## Martin Luther King, Jr. Academic Project 2001

**Project Goal:** To encourage educators, students and communities to develop long-term, systemic initiatives and programs that reflect the tenets and teachings of the late civil rights leader Martin Luther King, Jr.

**Sponsor:** Kentucky Department of Education, Division of Equity

**Participants:** Kentucky students, educators and communities

**Entries:** Divisions for students (elementary, middle school, high school levels) and educators/communities. Categories for writing, fine arts, technology, community involvement/service learning, and integrated curriculum plans

**Theme and Deadline:** Watch for information on the program's Web page ([www.kde.state.ky.us/ohre/equity](http://www.kde.state.ky.us/ohre/equity)) in September. Entries selected at the district level will advance for regional and state judging. State winners will be honored at an awards banquet in the spring.

**Contact:** Roger C. Cleveland, Kentucky Department of Education, Division of Equity, 500 Mero Street, Frankfort, KY 40601; phone (502) 564-2703; fax (502) 564-2039; e-mail [rclevela@kde.state.ky.us](mailto:rclevela@kde.state.ky.us).



# New to the 'Net

## A Course

### Session 1:

## What is the World Wide Web, and what can it do for me?

By Fran Salyers  
Kentucky Department of Education

**W**elcome to New to the 'Net. If you are a teacher who wonders what the Internet's World Wide Web really is and why teachers and students get excited about using it for teaching and learning, this series of articles and

online tutorials is for you.

The series is designed to take you from novice to proficient in using the Web. This article will guide you to the Web and some of the best online resources for teachers. Each article to come will build on the one before so you can increase your skills at your own pace. Each lesson can be completed in less than one hour, but be warned: Once you discover the gold mine of information, lesson plans, teaching strategies and other resources available to you at the click of a mouse, you may never want to sign off!

In the tradition of effective professional development, this series will offer mentoring when you need help plus opportunities for reflection on your own learning. And don't forget feedback! Teachers' responses will set the course for future installments.

This series makes a few assumptions:

- that you have access to a computer at your school;
- that the computer meets Kentucky Education Technology System (KETS) standards and is connected to the KETS network;
- that you know how to turn the computer on and use the keyboard and

mouse, and that you have basic word-processing skills. If you need training in these areas, please see "Need a Mentor?" on Page 9.

Now let's get started in New to the 'Net Lesson 1:

### In this session . . .

- Learn the meanings of some important Internet terms.
- Learn how to access the World Wide Web.
- Preview a few of the many rich resources available to you there.

### Definitions

**Internet** (or "the 'Net") — an unlimited worldwide network of connected computer networks with no single, master control center or authority.

**World Wide Web** (or "the Web") — a system of graphics, text and sound for navigating the Internet.

**Web site** — any collection of pages on the Web. (For example, the Department of Education's Web site includes hundreds of pages about many subjects.)

**Home page** — a Web site's main title page or table of contents; the entrance or "front door" that provides easy access to the site's pages.

**Link** — a designated graphic or word (usually underlined and in color) on a Web page that, when "clicked" using the computer mouse, leads to another Web page. Links (full name: hypertext links) gave the Web its name, because they are as interconnected as threads in a spider's web. By clicking on links, you can jump from one Web page to another to another to another.

**Browser** — software that performs as a "viewer" to let you navigate the Web and see Web pages. The browsers available on KETS-connected computers are Netscape Navigator and Microsoft's Internet Explorer.

**URL** — the "address" or location of a Web page. Once you are on the Web, you can go to any specific site or

page by entering its URL (pronounced U-R-L, for Uniform Resource Locator) in the "Location" bar at the top of your screen.

At the end of this session is a task that will demonstrate links and lead you to more Internet definitions and some sites that include some of those promised resources!

### Getting to the Web

These guidelines assume that your district uses the Netscape browser. If your district uses Internet Explorer instead, substitute that term for Netscape.

If you have a **PC** (IBM, Compaq, Dell or Accent), follow these steps.

1. Click on Start.
2. Click on Programs.
3. Click on Netscape Communicator.
4. Click on Netscape Navigator.

Your screen will look like Figure 1 (Netscape) or Figure 2 (Explorer).

If you use a **Macintosh**, follow these steps:

1. Double-click on Macintosh Hard Drive.
2. Double-click on the Netscape folder.
3. Double-click on Netscape Communicator.

Your screen will look like Figure 1 (Netscape) or Figure 2 (Explorer).

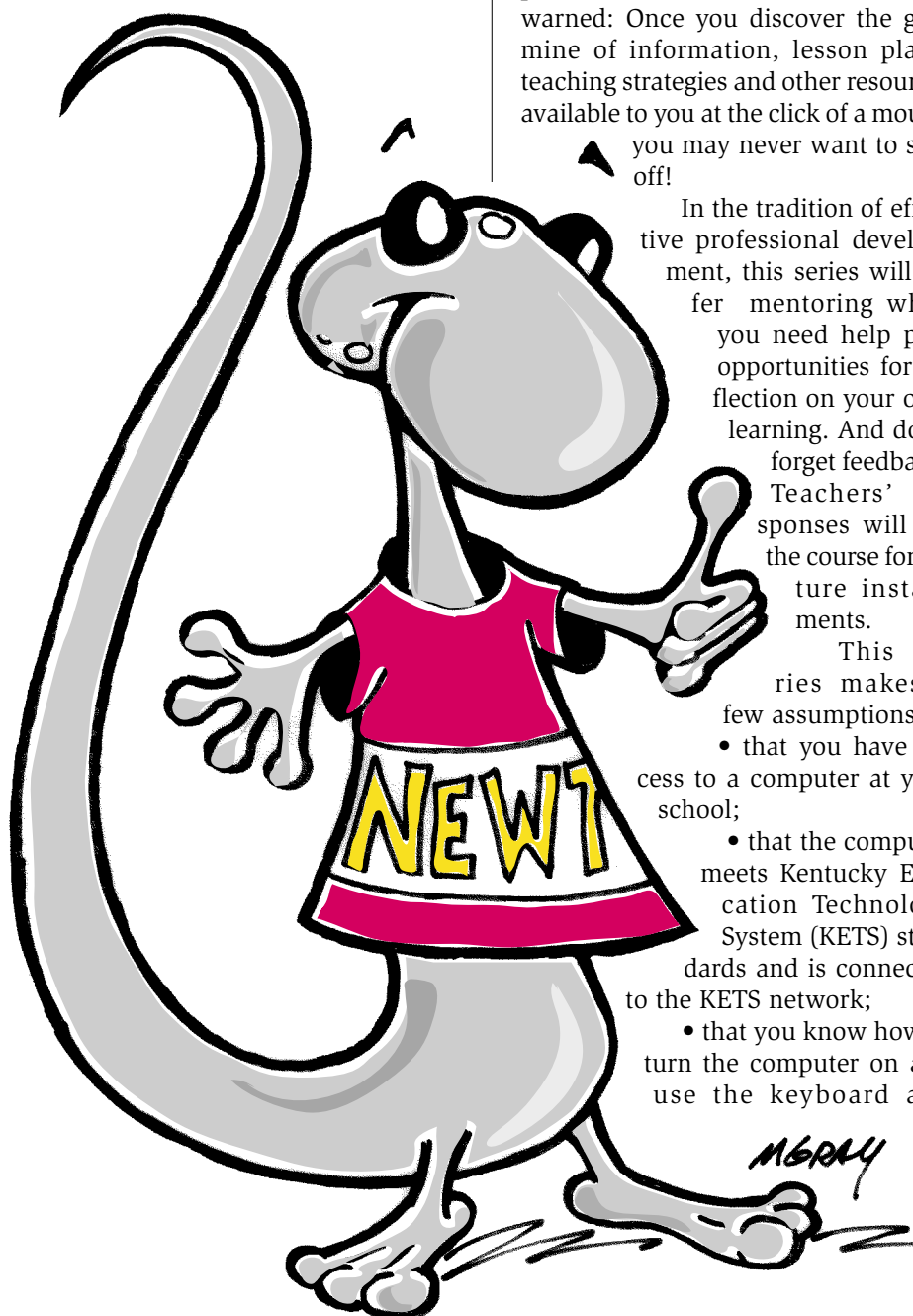
Now you're on the Web! (If not, seek assistance from your school's technology coordinator, library media specialist or Student Technology Leadership Program members.)

Figures 1 and 2 show some of the tools you will need to navigate from site to site and page to page.

### Task

1. If your browser hasn't automatically taken you to the Department of Education's home page, go there now by doing these steps:

- a. Place your cursor anywhere in the "Location" (or "Address") box at the top of your Web page.





# e for Web Novices

b. Highlight the URL that is already there and type in [www.kde.state.ky.us](http://www.kde.state.ky.us) and press Enter.

The Department of Education page will be the starting point throughout this New to the 'Net series. In a future lesson, you'll learn how to "bookmark" this page so you can get to it quickly and easily at any time.

2. Locate Newt, the New to the 'Net icon, at the bottom of the home page. Move your cursor to it. Notice how the cursor becomes a pointing hand? That signifies that Newt is a Web link. Click on Newt.

You've reached the New to the 'Net page! This page will be available to you throughout this series, offering electronic versions of every lesson plus links that will help you practice using the Web. These links are ideal starting points:

- **Web Teacher** ([www.webteacher.org/macnet/welcome.html](http://www.webteacher.org/macnet/welcome.html)) is a free tutorial designed specifically to teach teachers the basics of using the Internet for lesson planning and instruction. Click on the "Web Primer" link if you want the most basic information for beginners. (Note: Long URLs may take more than one line in print, but enter them online as one long unit without spaces.)

- **Glossary of Computer and Internet Terms** ([homepages.enterprise.net/jenko/Glossary/G.htm](http://homepages.enterprise.net/jenko/Glossary/G.htm)) offers definitions to words associated with the Internet and information technology. (Note: Most Web site addresses begin with <http://>, but most browsers will take you to sites even if you don't enter that part of the address. While many Web addresses include [www](http://www), this one and the following one do not.)

- **Kathy Schrock's Guide for Educators** ([school.discovery.com/schrockguide/](http://school.discovery.com/schrockguide/)) is a collection of

some of the best sites teachers can use to enhance their instruction and professional growth. It is updated daily. This is a great starting point for exploring sites designed for teachers. See the "Teachers" link (like a file-folder tab) near the top of the page? There are lesson plans in there!

- **Kenton County's Resources for Teachers** ([www.kenton.k12.ky.us/Kenton/techres/Teacres.htm](http://www.kenton.k12.ky.us/Kenton/techres/Teacres.htm)) is an award-winning site developed by District Technology Coordinator Vicki Fields to provide excellent links for teachers to use in classroom instruction. Most of the information comes straight from Kentucky teachers. Check out that link for free stuff!

Click on a few links now and see where they go. Play! Discover! Remember: One of the greatest benefits of the Web is that it is available 24 hours a day, seven days a week, to anyone with access to a networked computer. "Surf" (go from Web page to Web page), explore and increase your Internet comfort level.

## Reflect

- What do you know now that you didn't know before? How can you use this new knowledge?

- What can you do now that you couldn't do before? How can you use these new skills?

- What do you want to learn next? Tell your New to the

'Net mentor by e-mail or phone.

## Need a Mentor?

If you have been unable to link to the Web at your school or need assistance with anything you've read in this article, contact one of these resources:

- your school technology coordinator;
- a technology resource teacher in your school or district;
- members of your school's Student Technology Leadership Program;
- an instructional technology leader in your district;
- your district technology coordinator;
- the KETS coordinator at the Department of Education regional service center serving your district;
- Your New to the 'Net mentor,

Naomi Cornette, by phone at (502) 564-7168 or (800) 533-5372, or by e-mail through the global e-mail list or to [ncornett@kde.state.ky.us](mailto:ncornett@kde.state.ky.us). (If you're new to e-mail, consult your school or district technology coordinator or see "what if I need help?" in Lesson 1 on the Web.)

## What's Next?

In next month's issue of *Kentucky Teacher*, watch for New to the 'Net 2: What's on the Web for me, and how can I find it?



Figure 1 NETSCAPE NAVIGATOR



Figure 2 INTERNET EXPLORER



Enter the **web address** (sometimes called the URL) here.



**Back** returns you to the most recent site you visited.



**Forward** returns you to the site you just saw before you hit the back button.



**Reload** or **Refresh** updates the page, capturing changes made by the page's owner while you were visiting the page. This can be important when data is changing minute by minute.



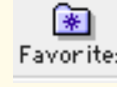
**Home** takes you to the site you see when you first start the browser (Netscape or Explorer).



**Search** allows you to look for and find Web sites about specific ideas, topics, people and places.



**Bookmarks** (the word or symbol) or **Favorites** lets you keep a list of Web sites that are important to you and return to them quickly and easily.



**Help** is your resource for tips on how to use the features of your browser.

# A Decade of Difference at Pikeville High

## *Eastern Kentucky school accepted reform's challenge early and raised its own bar. Now it is poised to meet the state goal.*

By Jim Parks  
Kentucky Department of Education

*Editor's Note: April 11, 2000, was the 10<sup>th</sup> anniversary of the signing of the Kentucky Education Reform Act. To mark the occasion, the Kentucky Department of Education published a comprehensive report, "Results Matter: A Decade of Difference in Kentucky's Public Schools." Pikeville High is one of 12 schools profiled in that report. These 12 schools are examples of successes happening in many schools — and inspiration for schools still looking for the keys to future success.*

**S**ocial studies teacher Ernie Johnson came to Pikeville High School as a teacher in

1990 just as schools were trying to figure out reform. The Pikeville faculty viewed reform as a challenge they would meet, beginning right away.

Johnson remembers the district's administrators encouraging the faculty to "take risks." Before the first state tests in 1992, the Pikeville faculty devised its own performance events, a new assessment technique used in the early days of reform, so the students could become familiar with them. As it turned out, Pikeville's own performance events were tougher than the state's.

The school also encouraged students to do well on the first state tests, even though doing well the first year in the state's accountability system would set a high bar as a baseline and make it harder for Pikeville to earn rewards by demonstrating improvement later.

Pikeville students did do well that first year, and they have continued to do well, finishing among the state's top 10 high schools on the 1999 Kentucky Core Content Tests. Their overall score has them bearing down, already, on the state goal of 100 by 2014.

Teachers and administra-

tors cite several reasons for the school's success. Even though Pikeville High is in Appalachia, a region that lacks many of the advantages that tend to predict academic prowess, it has a long tradition of wanting to be the best at whatever it does. The school district's constituency, predominantly professionals, has long supported the schools with one of the state's highest local tax efforts, and it pays its teachers more than any other district in the state. The high school's wall of fame honors successful graduates and state championship teams in athletics and academics.

"Our parents are pushing all the time," principal Bud Shely said.

The faculty pushes, too. "If we up our expectations, our kids will usually get there," Johnson said. "If we expect them to perform well on a test, they will respond."

The school is also competitive. Within hours of the annual state test score release, every teacher knows where the school is ranked.

The people at the Pikeville Independent district and Pikeville High have made many changes in what they do and how. "We've done something every year to focus on expectations and core content," Shely said.

For example, after analyzing the state learning goals, they increased the graduation requirements. They changed from the traditional six-period day to 90-minute block scheduling. They tried various approaches to professional development, all focused on content and delivery. They realigned the district's curriculum, discovering in the process that they had been teaching some areas several times but inadvertently omitting others.

The school has also shifted its

teaching tactics. Shely once spotted a biology class flying paper airplanes in the commons area. Flying paper airplanes! Despite appearances, the students weren't goofing off. They were designing different kinds of airplanes to study how various species of insects and animals have developed wings suitable for different environments.

One night Shely and the district superintendent got calls from parents reporting that a history teacher had charged students 10 cents per page for a test on the American Revolution. It was either pay up or flunk! All of the students paid. Of course, students got their money back the next day. It turned out that the teacher was using the strategy to drive home the principle of "no taxation without representation," in a way that a textbook or a lecture alone never could.

Because of Pikeville High School's focus on success, its top-notch teachers and their ability to adapt, social studies teacher Johnson is confident about the school's future in the state accountability system.

"I think we'll get to 100," he said. "We just have some tinkering to do."



Limited copies of the print edition of "Results Matter: A Decade of Difference in Kentucky's Public Schools" are available. To request a copy, phone Windy Newton at (502) 564-3421; send e-mail to [wnewton@kde.state.ky.us](mailto:wnewton@kde.state.ky.us); or write to the Department of Education Bookstore, 19th Floor, Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601. The report is also available free of charge on the Internet at [www.kde.state.ky.us](http://www.kde.state.ky.us).



Photo by Rick McComb

**Evelyn Johnson makes notes during a World Civilization review at Pikeville High School. Chad Walls (top of page) focuses his attention on a science test.**



New Deadline: Sept. 14

## Teachers needed to help set performance standards

The Department of Education has extended the application deadline for Kentucky teachers and educators wishing to participate in Steps 2 and 3 of the process for setting standards of student performance on state core content tests. The new deadline is Sept. 14.

The standards-setting process will set a detailed set of descriptors for novice, apprentice, proficient and distinguished student work and define cutscores that will determine the performance levels. The six-step process began in November 1999, when educators began work to draft generic and content-specific descriptors. It will continue until spring 2001.

"As the department continues to make the transition to the new Commonwealth Accountability Testing System, it is critical that the standards around student performance be revisited," said Associate Commissioner Scott Trimble. "This important process needs approximately 650 teachers to participate in two separate standards-setting review procedures. Teacher judgment is central to establishing the credibility of the revised student performance standards. The process cannot be successful without Kentucky teachers."

Step 2 is scheduled for Oct. 30 and 31 in Lexington. A group of 325 teachers, following the nationally respected Jaeger-Mills procedure, will review and categorize student work into the performance levels of novice, apprentice,

proficient and distinguished.

Step 3, the CTB Bookmark procedure, is set for Dec. 4-6 in Lexington. In that procedure, another group of 325 teachers will review test items and identify the dividing points between novice, apprentice, proficient and distinguished student performance levels.

Teachers interested in applying for participation may get application forms from district assessment coordinators or on the Internet at [www.kde.state.ky.us/oaa/implement/standards/default.asp](http://www.kde.state.ky.us/oaa/implement/standards/default.asp). To apply, print and fill out a form and return it to the district assessment coordinator. The department will also accept applications mailed to Rhonda L. Sims, Kentucky Department of Education, Office of Assessment and Accountability, 1829 Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601. However, the preferred application method is through district assessment coordinators.

For more information about the standards-setting process, see the February issue of *Kentucky Teacher* (available on the Internet at [www.kde.state.ky.us/comm/pubinfo/Kentucky\\_Teacher/Feb00KYT/Pg1.asp](http://www.kde.state.ky.us/comm/pubinfo/Kentucky_Teacher/Feb00KYT/Pg1.asp)), contact a district assessment coordinator, or contact Rhonda Sims at [rsims@kde.state.ky.us](mailto:rsims@kde.state.ky.us) or (502) 564-4394.

All applications are due in the Office of Assessment and Accountability by Sept. 14.

## CTBS scores rise slightly statewide

Results from the spring 2000 Comprehensive Test of Basic Skills (CTBS) show that Kentucky students remain at or above the national average. End-of-primary students turned in the strongest performance, showing gains of up to 4 percentiles in all three subjects tested. Sixth- and 9th-graders also showed improvement in all subjects.

Kentucky students at the end of primary (formerly grade 3) and in grades 6 and 9 took the Comprehensive Test of Basic Skills/Survey 5 (CTBS/5) in reading comprehension, language arts and mathematics in April. CTBS scores from 1999 and 2000 will be part of each school's baseline for the first cycle of the state's

See "CTBS," Page 12



## Join education partners on tour to see reform's successes

Four education and business organizations plan to tour the state by bus to get a first-hand look at the successful results of the Kentucky Education Reform Act, and you are invited to join them.

The Partnership for Kentucky Schools, the Kentucky Chamber of Commerce, the Prichard Committee for Academic Excellence and the Kentucky Department of Education will host this "Celebration of Kentucky Schools" event. The tour will begin in Lexington on Oct. 16, make a five-day sweep of the state and return to Lexington on Oct. 20. Participants will visit 12 public K-12 schools and the NASA Challenger Center in Hazard.

Special invited guests include Gov. Paul Patton, members of the governor's cabinet and the Kentucky General Assembly, CEOs of Kentucky's top companies, and Kentucky Board of Education members.

The tour is open to all who wish to participate for all five days or for a specific day or two. Participants may ride the bus or follow in their own vehicles during all or part of the tour. To reserve a seat or get cost information, call Joy Freeman at (502) 695-4700. For details, visit [www.kychamber.com/](http://www.kychamber.com/) on the Internet or request a copy from Freeman by phone or e-mail ([jfreeman@kychamber.com](mailto:jfreeman@kychamber.com)).

Check out the new home page!  
A fresher look. Easier to navigate.  
See it for yourself — and let us know  
what you think.  
[www.kde.state.ky.us](http://www.kde.state.ky.us)

## Department launches new system for advisory groups

The Department of Education is developing a new system for managing the agency's many stakeholder advisory groups more effectively. The goal, says Interim Commissioner Kevin Noland, is to ensure that all Kentuckians are appropriately represented in major decisions about public education.

"With this new system, we'll be more confident that we have the groups we need, with the most effective membership composition," Noland said. "We'll have better formats for the groups' meetings, including advance preparation and strong follow-up, and we'll have a central system for documenting the important work these groups do. I think people who serve on these groups will see a big difference in efficiency."

Fifty-three advisory groups have been created over the years by statute, by education commissioners or by department staff to give advice on policies and procedures. While advisory groups do not have votes in program, regulation and policy development, they have front-end opportunities to influence final outcomes.

Through improved documentation of their work, the department will know at a glance what each group thinks about any given issue. This information will be available to the Kentucky Board of Education, department staff and others in an easy-to-read format.

The department's Office of Communications is collecting data about existing advisory groups, including demographic information about group members. Policy makers will use an analysis of the data to identify populations or viewpoints that may be under- or over-represented, define more clearly the role of each advisory group and maintain positive relationships with stakeholders.

"A stronger system for managing our advisory groups will enhance public involvement and serve us in two

See "Advisory Groups," Page 13



Photo by Rick McComb

**SIGNING UP**—Mothers Barbara Burch (far left) and Sharonda Holmes fill out school registration forms while their daughters Kennedy (second from left) and Marilyn draw pictures to take home. Both girls entered primary classes at Hearn Elementary in Franklin County this year.

## New law supports teachers seeking national certification

House Bill 25, passed by the 2000 Kentucky General Assembly and signed into law by the governor on March 31, supports Kentucky teachers in the quest for certification by the National Board for Professional Teaching Standards. The law establishes these intentions:

- to have at least one nationally certified teacher in every Kentucky public school by 2020;
- to establish a trust fund to provide stipends for teachers preparing for

national certification;

- to reimburse local school boards for substitutes needed for certification candidates;
- to reimburse a portion of the certification fee for successful candidates;
- to provide stipends for board certified teachers to serve as mentors;
- to provide that an experienced, out-of-state teacher qualifies for a Kentucky regular provisional certificate if

the applicant has a valid national board certificate and meets other conditions;

- to provide that a public school teacher who attains national board certification be given an annual salary supplement of \$2,000 (from SEEK and local funds) for the life of the certificate.

For the complete text of HB25, see [www.lrc.state.ky.us/record/00rs/HB25.htm](http://www.lrc.state.ky.us/record/00rs/HB25.htm) on the Internet. For a commentary by one nationally certified teacher, see Page 3 in this issue.

## CTBS

Continued from Page 11

long-term accountability model. Rewards and assistance will be distributed for the first time under this model in 2002.

The CTBS/5 data do not contribute to the accountability decisions made in the interim accountability process. Those decisions will be based on scores from the Kentucky Core Content Tests given in the spring of 1999

and 2000 and on non-academic indicators. The Department of Education will release those scores and indicators this fall.

CTBS scores are released as national percentiles. The national percentile reflects the percentage of students in the national norm group whose scores fell below a specific point. For schools and districts, the national per-

centile score reflects the percentage of students in the national norm group falling below the mean score for the school or district. The CTBS/5 was standardized in 1996; therefore, comparisons are made against norms established in that year.

For specifics about the CTBS scores, go to [www.kde.state.ky.us/oa/Implement/ctbs/ctbs\\_2000/default.asp](http://www.kde.state.ky.us/oa/Implement/ctbs/ctbs_2000/default.asp) on the Internet.



## Teacher recommends these back-to-school Web sites

These Web sites for teachers get “two thumbs-up” from LaVece Hughes at Winburn Middle School in Fayette County.

- Teacher Talk: Lesson for the First Day of School  
Grades 7-12  
[www.educ.indiana.edu/cas/tt/v1i2/first.html](http://www.educ.indiana.edu/cas/tt/v1i2/first.html)  
(Tip: Click on the “Table of Contents” box at the bottom of the page for access to other resources for teachers.)
- Secondary School Educators Home Page  
Grades 7-12  
[7-12educators.about.com/library/weekly/aa080498.htm?pid=2812&cob=home](http://7-12educators.about.com/library/weekly/aa080498.htm?pid=2812&cob=home)  
Get “reconnected” through this site’s wealth of information, resources and lesson plans.
- Back to School Already?  
Grades K-6  
[k-6educators.about.com/education/k-6educators/?once=true&Ditto=for+elementary+teachers](http://k-6educators.about.com/education/k-6educators/?once=true&Ditto=for+elementary+teachers)  
Ditto for elementary teachers. Many time-saving ideas and resources; the Teacher Tool of the Week; links to other great sites.
- First-Day-of-School Icebreakers  
Grades K-12  
[www.education-world.com/a\\_lesson/lesson131.shtml](http://www.education-world.com/a_lesson/lesson131.shtml)  
Teacher-tested ideas for getting to know your new students. Many other resources, including a link to a “New Teachers Home Page.”
- PE Central  
Preschool-12  
[www.pcentral.org](http://www.pcentral.org)  
Designed for physical education but valuable to all teachers who want to integrate physical education into all areas of the curriculum. Enjoy the “Kid’s Quote of the Week,” then submit one you’ve heard yourself!
- Lesson Stop  
K-12  
[www.youthline-usa.com/lessonstop/](http://www.youthline-usa.com/lessonstop/)  
Looking for lesson plans on the Web? You’ll find them here. Within the seven-subject area pages are about 500 links to Web sites organized by topic and grade level, leading to thousands of lesson plans. Also formats, templates and instructions for developing your own effective lesson plans. Subscribe to a free e-mail newsletter; subscribers can get individual help in finding lesson plans on specific topics.

## Advisory Groups

*Continued from Page 12*

ways,” said Hunt Helm, associate commissioner for communications. “We will have the benefit of vigorous, constructive, public discussion of issues, and we will be able to demonstrate that, routinely and systematically, we do seek the advice of a broad range of stakeholders before making decisions.”

Through open, collaborative public engagement, Helm said, “reason-

able people can understand and accept final outcomes as the result of a trustworthy process, even if they don’t necessarily agree with every decision.”

For more information about this initiative, phone Jim Parks in the Office of Communications at (502) 564-3421 or send e-mail to him through the KETS global list or to [jparks@kde.state.ky.us](mailto:jparks@kde.state.ky.us).



Photo by Rick McComb

**MAKING A POINT** — Teacher Susie Cavanaugh gestured for emphasis while instructing her advanced U.S. history students last school year at Dunbar High in Fayette County. Cavanaugh is out of her classroom this year, serving as a highly skilled educator in another district. For a story about Kentucky’s Highly Skilled Educators Program, see Page 5.

## State steps up quest for equity

The Kentucky Board of Education and the Kentucky Department of Education are taking several actions in the quest for equal educational opportunities and results for all students.

- The department established a Division of Equity to provide technical assistance, leadership, advocacy and professional development to help the department and local school districts and schools meet the diverse needs of Kentucky’s communities. For details about the division’s work, visit the Web at [www.kde.state.ky.us/ohre/equity/default.asp](http://www.kde.state.ky.us/ohre/equity/default.asp); phone Director Karen Simms at (502) 564-2703; or send e-mail to [ksimms@kde.state.ky.us](mailto:ksimms@kde.state.ky.us).
  - The Division of Equity awarded two-year Equitable Schools Program mini-grants to 11 selected schools and districts to examine strategies for promoting equity, multicultural education and diversity. Starting early in the 2000-01 school year, three of the schools and two of the school districts will focus specifically on narrowing the performance gap between white and African-American students. For details, see the Division of Equity’s Web site (click on Improving Minority Student Achievement) or contact Faith Thompson at (502) 564-2703 or [fthompson@kde.state.ky.us](mailto:fthompson@kde.state.ky.us).
  - A new Minority Student Achievement Task Force is analyzing Kentucky data, investigating promising research and best practices, and developing a set of actions with timelines for improving the performance of minority students. The task force, which has met monthly since May, plans to recommend strategies and actions to schools early this academic year. For more information, contact Interim Deputy Commissioner Lois Adams-Rodgers at (502) 564-5130 or [lrodgers@kde.state.ky.us](mailto:lrodgers@kde.state.ky.us); or contact Deputy Commissioner Gene Wilhoit at (502) 564-3301 or [gwilhoit@kde.state.ky.us](mailto:gwilhoit@kde.state.ky.us).
- Watch future issues of *Kentucky Teacher* for more about these initiatives.



# The Bulletin Board

By Lisa Y. Gross  
Kentucky Department of Education

## KDE Bookstore goes online

Educators and the general public may now purchase publications and videos from the Kentucky Department of Education Bookstore on the Internet.

The virtual store, operated by the department's Office of Communications, offers publications, CD-ROMs and videotapes covering curriculum, instruction techniques and best practices, school and district governance, and other topics. As a standard practice, each school and district receives at least one free copy of every new product when it is issued. Additional copies are sold to recover production costs and support the development of future products.

Online payment options include Visa, MasterCard and, for Kentucky schools and school districts, purchase orders. Checks and money orders are also accepted for orders placed by mail. For a product catalog and order information, visit [www.kde.state.ky.us/comm/pubinfo/bookstore/](http://www.kde.state.ky.us/comm/pubinfo/bookstore/). Send questions or comments to Windy Newton by e-mail to [wnewton@kde.state.ky.us](mailto:wnewton@kde.state.ky.us) or by phone at (502) 564-3421.

## Lawmakers want state's educators to know about gun safety program

The 2000 Kentucky General Assembly passed a resolution calling for the Department of Education to alert educators to the availability of the "Eddie Eagle GunSafe Program."

The National Rifle Association offers the program to teach children to "stop, don't touch, leave the area and tell an adult" when they see or find firearms. The program includes a teacher's guide, student activity books, an animated video and a poster. Promotional materials state that the program, available for preschool-grade 1, grades 2-3 and grades 4-6, is adaptable from a five-day plan to a one-day lesson.

Schools and law enforcement agencies may order materials free of charge by providing the name of the agency or school and requesting that the order be charged to Eddie Eagle grant money earmarked for Kentucky.

CONTACT: [www.nrahq.com/safety/eddie/info.shtml](http://www.nrahq.com/safety/eddie/info.shtml); [eddie@nrahq.org](mailto:eddie@nrahq.org); (800) 231-0752

## Check your vice presidential IQ

Can your students name the vice president who won the Nobel Peace Prize while still in office? Can you?

Whether the answer is "yes" or "no," you can check out a new Web site from Centre College. The site, at [www.vpcentre.net](http://www.vpcentre.net), provides a wealth of information on America's vice presidency, just in time for the 2000 election.

Centre, which on Oct. 5 will host the only vice presidential debate of this election season, created the Web site with teachers and students in mind. The site contains an interactive trivia quiz, exercises and resources about the vice presidency. Students can navigate and learn on their own or in guided lessons. The site also includes bibliographies, readings, discussion ideas, class activities, writing prompts and updated news information.

The site is scheduled to be online by Aug. 15.

CONTACT: Mary Quinn Kerbaugh, Communications Associate, Centre College, 600 West Walnut St., Danville KY 40422; (859) 238-5722; [mkerbaugh@prestongroup.com](mailto:mkerbaugh@prestongroup.com)

## School councils group plans conference for Oct. 19-21

This year's Kentucky Association of School Councils conference will be Oct. 19-21 at the Executive West Inn in Louisville. Participants will explore approaches to creating excellence, steps for effective decision making and strategies for applying brain research to improve learning.

National Teacher of the Year Marilyn Jachetti Whirry will be a featured speaker.

For details or registration forms, phone (859) 238-2188 or send e-mail to [kascouncil@aol.com](mailto:kascouncil@aol.com).

## School volunteer organization to host annual conference

The Kentucky Coalition of School Volunteer Organizations (KCSVO) invites educators, parents and community members to this year's conference, scheduled for Nov. 10 at the Holiday Inn South in Louisville. The keynote speaker will be Bonnie Freeman, director of special projects and training for the National Center for Family Literacy.

The organization plans to send registration information to all schools before the end of August.

KCSVO helps school districts and schools establish and maintain effective school volunteer programs, integrate the Parental Involvement component of the Consolidated School Plan and work collaboratively with volunteers to benefit students.

CONTACT: KCSVO President Nancy Rogers, PO Box 516, Lebanon, Ky. 40033; (270) 692-1300; [KCSVO@kih.net](mailto:KCSVO@kih.net)



### **Education photo exhibit schedule revised**

Two stops for the Department of Education's traveling photo exhibit, "Faces of Reform: 1990-2000," have been switched. The remaining dates and sites for the exhibit of photos by photographer Rick McComb are as follows:

- Sept. 4-14 — University of Kentucky Library
- Sept. 15 — Academic Showcase, UK College of Education
- Sept. 18-29 — Kenton County Public Library
- Oct. 2-13 — Jenny Wiley State Park
- Oct. 16-27 — Natural Bridge State Park

To schedule the exhibit for display in your community, contact JoAnna Crim, (502) 564-3421; [jcrim@kde.state.ky.us](mailto:jcrim@kde.state.ky.us)

### **KCSS conference set for September**

The Kentucky Council for the Social Studies annual conference is scheduled for Sept. 21 and 22 at the University Plaza Hotel and Conference Center in Bowling Green.

The conference title is "The Human Odyssey: Heritage and Hope." The featured speaker and presenter is Terrence Roberts, one of the original "Little Rock Nine" who pioneered public school integration in Arkansas.

Registration information is available from Laura Clifford, 1412 Sylvan Way, Louisville, KY 40205; [lcliffo1@jefferson.k12.ky.us](mailto:lcliffo1@jefferson.k12.ky.us).

### **Open-response items now available**

The University of Kentucky ARSI Resource Collaborative staff has compiled released open-response items from state assessments in science and mathematics into one document for teachers and administrators.

The documents are organized by grade level and include an open-response design checklist, a rubric design checklist and a table of contents that aligns the questions to Kentucky's Core Content for Assessment.

The documents are available for purchase at Kinko's in Lexington for \$5.25 each. Order forms and details are available from Tommy Thompson at Kinko's, (859) 253-1360.

### **Learn about legalities in Law 2000**

The American Bar Association and the Close Up Foundation invite students and teachers to participate in the Law 2000 program, Nov. 12-18 in Washington, D.C. The program's goal is to help students understand law, courts and legal issues through these opportunities:

- a nationally televised policy debate on C-SPAN
- meetings with leading judges, lawyers and elected officials
- small-group workshops on hot-button legal issues
- study visits to the U.S. Supreme Court, Congress and other D.C. landmarks
- a career fair

The deadline for registration is Sept. 21. The American Bar Association has encouraged law firms to provide scholarship assistance for interested students and their teachers.

CONTACT: Amy Feira, (800) CLOSEUP (256-7387), ext. 606

### **Plan now for National History Day competition**

The theme for this school year's National History Day competition, supported by the Kentucky Historical Society, is "Frontiers in History: People, Places, Ideas."

Students in grades 6-8 and 9-12 may enter their work in regional competitions in the spring of 2001. Top finishers advance to state competition at the Kentucky History Center on April 28, with state winners moving on to national competition at the University of Maryland in June.

Entries must address the theme in one of these categories: research paper (for individuals only), exhibit, performance or documentary. The competition's goal is to engage students individually and in groups in historical research using primary and secondary sources.

National History Day and the Kentucky Historical Society offer theme supplements and teacher workshops. Additional information is available on the Internet at [www.kyhistory.org](http://www.kyhistory.org) and [www.thehistorynet.com/NationalHistoryDay](http://www.thehistorynet.com/NationalHistoryDay).

CONTACT: Rebecca Hanly, (502) 564-1792; [rebecca.hanly@mail.state.ky.us](mailto:rebecca.hanly@mail.state.ky.us)

### **Glasser to keynote state Counseling Association Fall Conference**

Internationally recognized psychiatrist and author William Glasser will be the featured presenter at this year's Kentucky Counseling Association Fall Conference, set for Oct. 16-19 at the Executive West Hotel in Louisville.

Glasser is the author of numerous articles and books, including his "Reality Therapy," "Choice Theory" and "Control Theory" series and "Schools Without Failure." He will conduct a workshop and deliver the conference keynote speech on Oct. 17.

For details about the conference and pre-conference professional development sessions, visit [www.kyca.org](http://www.kyca.org) on the Internet or phone (800) 350-4522.

### **Speed announces exhibitions for 2000-01**

The Speed Art Museum in Louisville will feature the following exhibitions during the 2000-01 school year.

- Sept. 19 - Nov. 12 — Linda McCartney's Sixties: Portrait of an Era.
- Oct. 17 - Feb. 18 — Djawid C. Borower, Portraits of Money; imagery taken from bank notes.
- Dec. - Jan — Contemporary Art from the Permanent Collection.
- Now through late 2001 — The Conquests of Louis XIV; six tapestries woven in the late 1600s.
- Feb. 13 - April 22 — Jacob Lawrence: The Frederick Douglass and Harriet Tubman Series of 1938-40. (Watch the September issue for details.)

For more information, go to [www.speedmuseum.org](http://www.speedmuseum.org) on the Web or phone (502) 634-2700.

# Kentucky Teacher

AUGUST 2000

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Kentucky Teacher is published by the Kentucky Department of Education for teachers, school administrators, counselors, support staff, parents, students, legislators, community leaders and others with a stake in public education. Please address correspondence to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; e-mail [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us).

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Printed with state funds by the Winchester Sun, Winchester, Ky., on recycled paper  
ISSN 1526-3584

# Kentucky Teacher

News for the Nation's Most Innovative Educators

AUGUST 2000



Photo by Rick McComb

**NEW YEAR, NEW CAREER** — Katie Turner looks through resource materials as she prepares for her first full year of teaching in her first primary classroom at River Ridge Elementary in Kenton County. She is one of approximately 3,600 first-year teachers in Kentucky public schools for 2000-01.

***"Everybody benefits when districts realize the reasoning processes the highly skilled educators develop ... and allow these folks to help others develop their capacity as education leaders."***

Kenton County School Superintendent Susan K. Cook on her reasons for welcoming former participants in the Highly Skilled Educators Program into leadership roles in the district. See Page 5.



Kentucky Department of Education Kevin Noland, Interim Commissioner  
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